

CHAPTER I

INTRODUCTION

A. Background of the Study

Foreign language learning process cannot be separated from the errors. That's why the error does not give negative effect to the learners because an error can be indicator of the learner stages in their target language development. Even the teaching learning process is better as errors exist because the teacher and the learners will know the lack of the mastery and make the appropriate remedial teaching to the learners

To most people then mastering the art of the speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language as *Bailey and Savage (1994:vii) state that Speaking in a second or foreign language has often been viewed as the most demanding of the four skills.* As a result, the teaching of speaking skill should be figured as central in foreign language pedagogy. The goal of teaching speaking skills is communicative efficiency. This means that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and culture rules that apply in each communication situation.

Language is very important for human, because language is one of tool to speak. Since it is a tool which human use to interact with other people.

Therefore, mastering several foreign languages is considerably necessary, especially English. Status of English as universe language has made people in the world to mastering English. Speaking is one of important language skills that difficult for student.

An error should not be avoided because if learners learn English through trial and error they will get an improvement. In addition, error and mistake are different. Mistakes are commonly caused by the performance factors such as fatigue and inattention. On the other hand, errors are caused by competence factors which are continuous and consistent. In other word, errors are resulting from lack of knowledge of the rule of English.

Actually, every foreign language will find out the error made by the students both oral and written expression differs from the native speaker or target language norms. In this case the errors can appear because of the mother tongue influence. To minimize errors made by the students, teacher should give better treatment in the teaching learning process.

In addition, knowledge of the source of the errors will help the teacher to lessen the errors. The teacher also needs to provide the effective correction related to their errors in order to enable the students to construct the sentences with appropriate language form.

One of purposes of conducting error analysis *To identify the principles which should guide effective error correction (James 1998:235)* error correction or treatment which can help learners better learn the target language so that they can develop their inter language system.

Error analysis is one of the methods used to anticipate the errors appeared in the learning English process. English is considered difficult to be learnt by Indonesian, most students especially the beginners have difficulties in learning English. And it is natural for anyone to make errors. Many graduate students from junior high school are still lack of understanding English, although they have studied so far. The students still often make errors in their sentence, especially in structure and grammar. They sometimes construct English sentences based on the Indonesian rules. Based on result of interview with the English teacher in SMP MUHAMMADIYAH 5 SURAKARTA , the writer got that the speaking skills of students is still low because teaching learning process of speaking is not effective.

In this research the writer is interested in studying the phenomena using the topic PRONUNCIATION ERROR IN RETELLING PROCEDURE TEXT MADE BY THE GRADE 7TH STUDENTS OF SMP MUHAMMADIYAH 5 SURAKARTA IN 2013/2014 ACADEMIC YEAR: A CASE STUDY

B. Problem Statement

The writer formulates the main problems as follows:

1. What are errors the pronunciation errors in retelling procedure text made by the students?
2. What are the causes of the pronunciation errors in retelling procedure text by the students?

C. Objective of the Study

In conducting the research, the writer has several objectives as follows:

1. To classify the types of pronunciation errors in retelling procedure text made by the students in spoken English
2. To describe the cause of pronunciation error in retelling procedure text by the students in spoken English

D. Previous Study

The researcher is not only research on the observation, but whether the research is relevant to the previous research to prove the originality of this study.

The first researcher is Hien (VNU: 2009). Who conducted study on Common Speaking Error Made by First Year Students in English Department, HULIS, VNU, and Their Possible Causes. The aim of Hien's research are to 1) identify common errors in oral performance of the first year students in English department, HULIS, VNU, 2) to classify errors into different categories, 3) to describe causes of error.

Hien's limit on the first year students who are studying in English Department, HULIS, VNU, Hien used sample for the data. She choose 150 students at random from K52E1 to E7 because in that classes, there are many students that come from different provinces.

Hien uses questionnaires, interviews and class observation. She put three phrase as procedure of data collection: 1) the preparation for the data

collection process, 2) carrying out the instrument, 3) observing classes and carrying out the questionnaires and interviews to the students, 4) procedure data analysis, 5) get conclusion

The result are pronunciation error are on the top list of oral error, especially error in mispronouncing /s/ and /z/ (10%) using ending and linking sound (10%), little use of stress (9%), wrong intonation (55%), etc. grammatical and vocabulary error still appear in speaking participant but with less frequency. Error in grammar is inaccurate use of prepositions(17%). Also language transference of some elements from mother tongue has great influence on students foreign language learning.

The second researcher is conducted by Saputri (UMS, 2010). The research entitles Speech Error in Oral Production Made by English Department of Muhammadiyah University of Surakarta: A psycholinguistic Study. The objectives of Saputri's work are: 1) to describe speech error in the oral production, 2) to reveal the sources of error during the oral production made by English Department students of UMS.

The type of the study is descriptive qualitative research. The subject is the students of English department of UMS , also Saputri takes 12 students from various semester as a sample. To get the information, Saputri used technique for data collection, they are: 1) recording the English utterances spoken by students, 2) listening the data attentively, 3) transcribing the data into conversational text, 4) selecting the utterances containing speech error, 5) arranging the data into a list make it easier to be analyzed

The finding by Saputri's work are silent pause (25.5%), filled pause (29.4%), retraced false start (5%) , unretraced false start (3,5%), repeats (13,5%), correction (1,3%), interjection (0,4%), stutters (2,2%), slip of tongue (2,1%) and the last lengthening the word pronunciation (17,1%). In her research finding explained that errors are cause by difficulties in planning and executing speech in the same times because low ability in speaking English language and the rarely use of English language.

Related to the previous research which analyze about the speech error and pronunciation errors, the writer analyze the error pronunciation in the spoken performance, especially in spoken English. Therefore it can be said that this research is quite different from the previous study.

E. Benefit of the Study

There are some benefits in carrying out of the study:

1. Practical benefit

- a. The teacher will get description and information about how far her students catch what she teaches
- b. The teacher will know about the difficulties pronunciation in spoken English and need further attention so that the teacher can give more detail information in learning process.
- c. The teacher will get some information to design remedial program of teaching.

2. Theoretical benefit

This study can contribute to speaking, especially spoken English well

F. Limitation of the Study

In this study, the researcher discussion on the pronunciation error on the speaking in English by grade 7th students of SMP Muhammadiyah 5 Surakarta. This study is focused on an error on speaking for grade 7th in spoken English, especially on spoken English.

G. Research Paper Organization

To guide and organize her researcher into five chapter as follow:

Chapter I is introduction, that includes background of the study, problem statements, objective of the study, previous study, benefit of the study, research paper organization.

Chapter II is underlying theory contains the review of the underlying theory, opinion and theory that taken from observation and book that tell about speech error, mistake and error, and English pronunciation.

Chapter III is research method which contains with the type of research, subject of the study, the object of the study, data and source of data, method of collecting data, and technique of analyzing data.

Chapter IV is the data analysis including the description and the discussion of the research, which deals the type of pronunciation errors, the dominant of pronunciation errors, the frequency of error for each category.

Chapter V is conclusion and suggestion